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ABSTRACT

Belgium is a multilingual country divided into three linguistic areas: (1) the Flemish-Netherlandic speaking area in Flanders; (2) the French-speaking area in Wallonia; and (3) the German-speaking area in the East of Wallonia. An educational experiment on English as a foreign language (EFL) in the primary school was undertaken at the Educational Laboratory of the State University of Ghent in Flanders. As French had been introduced in the curriculum several years earlier, English became the second foreign language. This EFL experiment is analyzed along with the general trend of foreign language teaching in Belgium. Several conclusions were reached: (1) only one foreign language should have a central place in the elementary curriculum; (2) the choice of foreign language(s) should be based on rational criteria; (3) larger parts of the language communities in Belgium no longer regard the mutual native languages as second languages; (4) many Flemings need an active knowledge of several foreign languages and English could become the instrument not only for international but also for intranational communication; (5) French should no longer maintain its non-competitive position, so that parents might choose between English and French in the elementary school; and (6) teachers must use suitable teaching methods in order to increase motivation in their students. (CFM)

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EFL IN BELGIAN ELEMENTARY SCHOOLS.
SOME REMARKS IN THE LIGHT OF A FLEMISH EXPERIMENT (°)

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1. THE EMPIRICAL BASIS

In 1970 we started an educational experiment "English as a foreign language (EFL) in the primary school". The facilities provided by the Educational Laboratory of the State University of Ghent enabled us to realize the idea without going through a lot of clerical work. This institute is regularly attended by some fifty children who receive, in the course of their six year stay, also the elementary schooling coming up to the legal requirements of primary education. Did we manage to find a suitable group for pilot experimentation, we still had to deal with some adventitious aspects of the laboratory situation. We shall discuss them with reference to the more general state of affairs in non-laboratory, Flemish primary schools.

1.1. Multilingualism and language planning in primary education

Belgium is a multinational country. It is also officially a multilingual country (1). It is divided in three linguistic areas (arranged in order of size) :

(°) Lecture originally delivered at the 9th Annual International Conference of the International Association of Teachers of English as a Foreign Language "The Teaching and Learning of English as a Language of International Communication" (Oxford, 4-7 January 1977).

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(1) See for instance Mackey & Verdoodt (1972).

the Flemish-Netherlandic (1) speaking area in Flanders (the North),
the French-speaking area in Wallonia (the South) and
a small German-speaking area in the East of Wallonia.
The district of Brussels and its environment (in Flanders) is bilingual. Instruction in Belgium is unilingual (2) : the languages of instruction are Netherlandic in Flanders, French in Wallonia, German in some schools in the Eastern districts and French or Netherlandic in Brussels. Language use was regulated by law (30.07.63) after a long history of bilingual schooling in which French was the only or alternate medium of instruction in several schools in Flanders. The same law regulates "second" language instruction. It still specifies the meaning of second in line with the traditional bilingual situation. According to this definition French is the second national language in the Flemish area while Netherlandic (or in some districts German) is the second national language in Wallonia. As opposed to the situation in the district of Brussels, where the teaching of the second language as a subject is compulsory from the third class, it is facultative in the other areas. It may be organized from the fifth year at the rate of three hours per week. These are the fundamentals of national language planning at elementary school level.

1.2. Language teaching at the Laboratory

We shall deal with their factual outcome below and confine ourselves here to the language situation at the Laboratory. Being situated in Flanders, in the Flemish-Netherlandic area, the language of instruction is Netherlandic. In view of the

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(1) We indicate Flemish-Netherlandic in this way to distinguish it from the Duth-Netherlandic varieties spoken in the Netherlands.
Let us denote the mutual standard language as Netherlandic (See Van Haeringen 1960).

(2) An exception is made for some international or European schools (e.g. in Mol and Brussels).

observation that the home language of the majority of Flemish children is a Flemish-Netherlandic variety and that they have to shift to Netherlandic at school, the children at the Laboratory are to a certain extent advantaged. Many of them are raised in families where the standard language is spoken : they do not have to face the kind of diglossia of many other Flemish children. Some of the children, however, may experience the unilingual schooling as bilingual, because (one of) their primary (home) language(s) is French (1). This language had been introduced in the curriculum several years before we started the English program. From the third class it is taught to all pupils, four hours a week. This position of French, comparable to the place in the curriculum it has in Flemish schools in the bilingual district of Brussels, was preserved when we added English in the fifth and sixth class at the rate of four times half an hour per week. Considering these rather special circumstances we would not be surprised if one knit his brows and started asking questions about the opportuneness of implementing another foreign language in the basis curriculum. So did we. From several sources pros and cons were suggested. Finally we decided to try it out for some years in order to come to a somewhat more balanced view on foreign language teaching and learning in general and in Flanders more in particular (see Spoelders 1972 ; Spoelders & Van Besien 1972). L.G. Alexander's Look, Listen and Learn (2) constituted the backbone of our English program. Some additional modules compensated for neglected aspects in the cognitive (e.g. pluralism in foreign language learning and constrastive aspects)(3) and the affective domains (e.g. attitudes toward foreign language learning and toward the target culture)(4).

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(1) A similar situation exists in many schools in Flanders for the immigrant children, albeit that their linguistic problems are embedded in the larger context of enculturation.

(2) At the time Kaleidoscope (English for Juniors), a teaching-learning package developed by the Language Teaching Centre of York, was being experimented with, a.o. in a Flemish school.

(3) See Spoelders 1974a.

(4) See Spoelders 1974b.

As a matter of fact we were convinced that, if a foreign language was to be introduced early, before everything else one should make every effort to make the start as effective as possible, especially on the affective level, keeping all pupils indemnified against loss of motivation or aspiration for all further foreign language study. All in all, from the learner's viewpoint, the results of the experimental introduction were surprisingly well, taken into consideration the limited period of time, the arbitrary choice of the course and the supplementary weighting of another modern language on the curriculum. Many pupils were motivated to take English in secondary education as well, which would give them an advantage on pupils starting without prior experience. We shall deal with the feedback of this experiment more in detail below, when we discuss an exploratory study into some affective factors in foreign language study and choice. But before we can do so we must pick up the thread of our story on foreign language planning in Belgium. We can do so while following our pupils into the first year of secondary education.

2. FOREIGN LANGUAGE PLANNING IN SECONDARY EDUCATION

2.1. Facts ...

We have already noticed that the so-called second national language may be on the basic curriculum under specified conditions. It is, however, statutory obliged to take another language in secondary education. A circular letter of 1971 (15.01) lays down the lines of national policy concerning the organization of language courses. From the first year of study, the head of the family has to choose a second language for his child. In this letter, second does not refer to second national language any longer, but it is taken in the sense of first foreign language. A parent whose child attends a school in the Flemish-Netherlandic area may generally choose, in that first year, between French, English and German.

In the French-speaking area people choose between Netherlandic, English and German. After one month the choice becomes effectual and the chosen language remains the first foreign language for the pupil during his schooling education. In subsequent years the parents will choose among a given series of foreign languages if other foreign languages are included in the curriculum. In the light of the national tradition of a second national language the national authorities have formulated a preferential treatment for French and Netherlandic, in the Flemish-Netherlandic and French-speaking area respectively. It holds that any school in the Flemish-Netherlandic area must organize a French course, even if only one pupil takes it. Netherlandic has been allotted an equivalent position in the French area. For the other languages a quorum of eight enrolments is necessary. This rather bizar restrictive clause is contested both in Flanders (1) and Wallonia, though in the former only by a (political) minority up to now.
In the Conseil de la Culture Française a political majority has just voted (December 1976) in favour of a decree which puts all languages on equal terms. This means that in Wallonia Netherlandic is not longer considered as favoured second national language, nor as first foreign language, but as foreign language (2).

2.2. ... and Fiction

Through this a certain official cachet is given to a trend which has been growing in Wallonia for several years. In this part of Belgium, Netherlandic is gradually being removed from the curriculum and English is filling up the vacuum without any

(1) A.o. by the Flemish Association of IATEFL.

(2) The Council of State, however, has advised that the French Cultural Council has acted beyond its authority, and that only National Legislature is competent in these matters.

difficulty. We remain somewhat reserved about the mentality of throwing away the child with the bath water, but we can understand the trend perfectly and even argue in favour of a similar decision in Flanders.

We do not have the official statistical data at our disposal(1), but we can infer the following components of this trend in Wallonia (first year of study) :

a) Netherlandic as a first foreign language is chosen by a decreasing number in the public schools. In the free schools people do not respond to the trend to the same degree ;
b) English will appear as the first foreign language : this is already observable in the public educational system (2) ;
c) what is stated under a) and b) is a consequence of the situation in the primary schools where Netherlandic is becoming inferior to English too (exception made perhaps in the free schools). Since this has been observed for years, we wonder if the foreign language courses in elementary education have been organized on a non-compulsory basis.

Heading North again we shall have a look at the available data first (table 1, figure 1) (3).

INSERT TABLE 1

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FIGURE 1

about here

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(1) The Ministère de l'Education Nationale et de la Culture Française did not respond to our request for statistical data. Altogether (all years, all pupils) in 1976 about 24 % studied EFFL and 70 % NFFL.

(2) The affiliation of the school to the free or public educational system, together with the order in which the foreign languages are chosen, created some problems for the design (and interpretation) of such large scale international survey studies, such as IFA-French (Glyn Lewis & Massad 1975, 53) in which the French-speaking area of Belgium was included.

(3) Ministerie van Nationale Opvoeding en Nederlandse Cultuur.

What can be concluded from these figures ?

a) In the Flemish-Netherlandic area, a large majority of parents still chooses the "preferred language", i.e. French as the first foreign language for their children. This pattern remains almost constant over three years (approximately 92 %) ;

b) Taking public schools seperately, we observe from 1972-1975 a 50 % rise in the number of pupils who take English. This does not affect the mean percentage, however, due to the large unalterated majority of pupils enlisted in the free educational system ;

c) All this may partially be explained by the large number of pupils taking French in the primary school. We can infer from official statistics that there is a tendency to insert French in the regular basic curriculum (table 2), not leaving it a non-compulsory subject. Moreover, this non-competitive position of French is even strenghtened by the fact that many schools organize a French course from the third class. This means that a large majority of pupils has been studying French for at least 2 and in many cases even for four years before passing to the secondary school (1). If organized in the 3rd and 4th class the course must be non-compulsory, but many parents fear that, if their child does not attend the course, it will be disadvantaged for the next years.

INSERT TABLE 2 ABOUT HERE

(1) For instance, in the province of East-Flanders, the total number of pupils enlisted in a French course in the primary school is significantly larger than the total number of pupils in those classes that come after the fourth class :

1973-74 : 56.732 vs 41.853
1974-75 : 54.958 vs 42.724

3. AN EXPLORATORY STUDY INTO SOME SOCIOLINGUISTIC FACTORS

In order to come to grips with the underlying beliefs of Flemings we investigated the overt behaviour toward foreign languages and foreign language speakers. With Agheysi & Fishman (1970, 137) we were convinced of "the relevance of attitude studies to such sociolinguistic topics as language choice in multilingual societies".
In this exploratory study (Spoelders 1975), part of which will be discussed here, we tried to tap the foreign language attitudes of Flemish-Netherlandic speakers (adults and children), their attitudes toward native speakers of English and French and community-wide stereotypes in relation to these psychological objects.

3.1. Samples and methodological procedure

In the mid-year of 1973-1974 we took samples from three Flemish populations (1), i.e. a) a group of 110, thirteen year old pupils from first classes in secondary schools ;
b) the parents of these pupils ;
c) a group of 97 students, graduating in modern languages in three teacher training colleges.

Questionnaires included the variables we wanted to investigate. We confine ourselves here to those which are relevant to the present topic, and which are common to the three samples. In the first place they are the instruments for exploring the attitudes toward English and French, and toward English-speakers and French-speakers. We operationalize attitude by means of those bipolar adjective scales of a semantic differential that load high on the evaluative dimension of the total semantic space of each concept. The subjects were asked to rate the language concepts on twenty-nine scales and the person concepts on fourty-seven 7-point scales altogether. A positive attitude is expressed in a high score on the evaluative scales.

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(1) Children from bilingual homes and immigrant children were excluded.

Secondly, we developed a measure for the stereotypes. To that affect we used the matched-guise technique. This procedure involves subjects listening to apparently different speakers reading the same neutral passage of prose and then being required to evaluate speakers on bipolar adjective rating scales. The speakers are in fact actually one and the same person using realistic guises of English and French (1). According to Gardner (1973, 13.) the use of the semantic differential makes it possible to define the extent to which a total sample perceives one end of the bipolar adjective scale as characteristic. He suggests a numerical index for the degree of polarisation of the ratings (2). We may speak of stereotyping when the mean evaluation of the total sample on a rating scale ($\overline{X}$) deviates significantly from a neutral mean (in this case 4). In this operational definition of stereotype the focus is on the agreement that one of the bipolar adjectives is clearly associated with the ethnic group label or with the foreign language label. We define arbitrarely the stereotype in terms of the ten characteristics for which polarization is the highest (assumed significant t-tests)(3). We could calculate stereotype indexes per subject as well in summing up the individual ratings on the ten scales, one of the poles is defining the stereotype. We reverse the ratings for those scales for which the sample mean is 4, so that a high stereotype index of a subject means that he is agreeing to a high degree with the stereotype consensually held by the total group.

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(1) French-English balanced bilinguals were recorded.

(2) $\frac{(\overline{X} - \mu) \sqrt{N}}{SD}$, a statistic test distributed as t with N-1 degrees of freedom.

(3) Appendix 1 illustrates this by means of one of the basic tables from which the information is retrieved.

In the third place we included a contact-measure, expressing the extent to which subjects had already been in contact with the French and the English, and an index of the orientation toward foreign language study. As to the latter we adapted the items suggested by Gardner & Lambert (1972) for measuring the instrumental and integrative orientation toward foreign language study.

3.2. Results

3.2.1. Attitudes

On the whole the attitudes toward the four psychological objects are fairly positive. In the sample of children we observed a slight tendency in all sub-groups (girls/boys ; E-pupils/F-pupils) to evaluate English and the English-speaker even higher than French and the French-speaker. F-pupils expressed a more positive attitude toward French (significant on the .01 level) than did E-pupils. There are no significant differences concerning English and the ethnic labels, exception made for the significant difference (.01) between girls and boys on English-speaker. For one or another reason girls seem to evaluate the E-speakers even higher than boys : this cannot be attributed to the sex of the teenager-guises. Parents who chose French as a foreign language for their children (F-parents) tended to evaluate French more positively than English, while E-parents expressed a reverse tendency. No significant difference was found between these two sub-groups as to attitudes toward the E- and F-speakers. F-parents evaluated French and the French-speaker higher than did E-parents (.01 and .05 respectively).

The student teachers have a more positive attitude toward English than toward French (.01). If we exclude from this sample those students majoring in English (E-teachers) we observe no difference. As could be expected F-teachers express a more positive attitude toward French than do E-teachers.

3.2.2. Contact-measures and motivational orientation

The answers on the contact-items suggest that our pupils have had little contact with foreign language speakers, and that the school does not help them very much to get into contact with them. The contact-indexes of F-parents point out that they have been more frequent into contact with English-speakers than have F-parents (.05). This is not the case for the contact with French-speakers : both F- and E-parents report to have (had) as much contact. When we examine the relative importance of contact per sub-group, we do not find any difference in E-parents. F-parents, on the other hand, have more (direct or indirect) contact with French than with English culture (.05). No differences are found between F-teachers and E-teachers on the contact measures, though in the latter group more contact is reported with the English culture and the English (.01).

These results suggest that the theoretically favourable aspect of multilingualism in Belgium does not exert much practical influence on the perceived contact with French culture by Flemish people (1).

As to the motivational aspect, we were anxious to pin down how our subjects would estimate the relative importance of the two components of the factor motivation. These components have been described as integrative orientation and instrumental orientation. A learner with an instrumental motivation is one who has little interest in the people who speak the target language, but nevertheless wants to learn the language for more self-oriented or utilitarian reasons such as getting ahead in one's occupation or gaining social recognition from one's own membership group. An integratively oriented learner is interested in learning the second language in order

(1) Glyn Lewis & Massad (1975, 24) should be corrected. They write : "Languages learned in mass bilingual situations (like French in the Flemish area of Belgium) are not to be identified with the French taught in England..., where the language(s) lack such strong demographic support".

to meet and communicate with valued members of the target language community. Eight items (for each kind of orientation four) covered this factor : subjects had to mark their degree of agreement with the statements. On the whole there are no significant differences in the extent to which the pupils agreed with either instrumental or integrative statements. E-pupils as well as F-pupils seem to display a comparable mixed attitudinal orientation toward foreign language study. It should not be ignored that between twenty-five and thirty-five percent of this sample has not formed a clear idea on the matter yet. There is a trend in E-parents as well as in E-teachers, to estimate the integrative orientation higher than the instrumental orientation (.05 and .01 respectively).

3.2.3. Foreign language stereotypes and ethnostereotypes

How do Flemings perceive the English and French and what about the consensually held beliefs about English and French ? Before going into detail we would like to report the inter-sample stereotyping activity. A factor-analysis (Hoteling Principal Axix, Varimax rotation) on the reactions toward each concept revealed that :

a) the attributes that define the stereotypes (as defined above) cluster to a great extent ;
b) in the case of the ethnostereotypes there are good reasons to extract and denominate a so-called stereotype factor, characterized by the high loadings received from the stereotype-attributes. It may be argued from this that an individual who agrees with one attribute of the ethnostereotype is likely to agree with the rest of them too ;
c) in all samples the ethnostereotypes include several positive evaluative attributes. Since they are consensually defined, it seems reasonable to assume that the evaluative nature of the positive attributes contained in the stereotype mirrors positive community attitudes toward the particular language speakers.

d) among youngsters and adults a large consensus in stereotypical beliefs can be noticed. In many cases more than 2/3 of the attributes which make up a stereotype are common. This seems to point into the direction of an early consolidation of stereotypes (Lambert & Klineberg 1967). The least conformity exists in relation to the concept French-speaker. The dubious character of this concept is also revealed in the results of a correlated sign test which shows that the different groups are indeed more prone to ascribe attributes to the concept English-speaker than to the concept French-speaker. Another bizar result from this sign test is that children are less inhibited to ascribe characteristics to the exponents of the outgroups French- and English-speakers than their parents or the student teachers.

Let us have a look at the attributes themselves. Table 3 represents the ethnostereotypes of the different samples. It should be noticed that, when they described the English-speaker, more than seventy-five percent of the subjects in every sample situated him/her in England. The French-speaker, on the other hand, is situated in France by a majority of the pupils (eighty-five percent), by fifty percent of the parents and by thirty-five percent of the student teachers. Only a minority localizes him/her in Wallonia (three percent of the pupils, twenty percent of the parents, and 25 percent of the student teachers). These figures coincide with the relatively low contact-indexes. We have already observed that there is less consensus in labeling the French-speaker, though a striking unanimity exists in the adults to characterize him/her in the first place as being 'talkative'. E-parents mark also 'unrelated' as a number one attribute.

INSERT TABLES

3 & 4

here

The labels of the foreign languages are printed in table 4. We computed the inter-group differences on the attributes. Among them is 'international', which happens to be one of the key-words in the theme of the 9th IATEFL-conference. French is never characterized as 'national' (which is in line with the idea developed above). We tested for significant differences between the sets of responses to the scale 'national-international' (Warr & Knapper 1968, 60). From table 5 we may conclude that the children are not sure about their jugdment. They still rate near the neutral point 4. Adults agree on the internationality of both languages (high ranks), though in all cases, English receives a higher rating. The ratings of the grown-ups differ significantly from those of the children. Student teachers rate this aspect for English even higher than parents. (1) Parents seem to agree to assign the characteristic 'superior' to English. Some other attributes received a significantly different weight in the sub-groups of each sample. Among them are the 'popularity' of English which is rated higher by E-parents than F-parents (.05), and the characteristics 'valuable' (waardevol) and 'familiar'(bekend) of French which are agreed with by F-parents to a greater extent (.05). This coincides with another finding of the study namely that F-parents reported to have a better knowledge of French than English (all skills .01). Further on, important differences are found on the attributes 'difficult' (moeilijk), 'complicated' (ingewikkeld) and 'boring' (saai/negative evaluation) of the French stereotype of E-pupils (.01). The characteristic "complicated' is also included in the French stereotype of E-parents. The sub-groups of student teachers agree much more on the English stereotype than on the French stereotype (in the latter case, F-students rate almost all attributes higher than F-students).

INSERT TABLE 5 here

(1) On the overall stereotype- characteristic <u>useful</u> English receives higher ratings than French (all samples). Moreover English is perceived as easy and simple, while French is rated as difficult and complicated (all samples).

4. IMPLICATIONS

Which educational inferences can be drawn from the elements of the actual foreign language situation and the exploratory study into some psychological factors revealed above ?
On the one hand we shall suggest the direct repercussions for foreign language planning. On the other hand some implications for foreign language teaching and learning in general and for EFL in particular will be discussed.

4.1. For foreign language planning

a) Larger parts of the language communities in Belgium do not regard any longer the mutual native languages as second (national) languages. This has not been reflected in the national foreign language policy yet. Both French- and Flemish-Netherlandic-speaking communities should be able to make up their own language planning, corresponding to the ideosynchratic set of sociolinguistic conditions and perceptions of the relative importance of foreign language study and foreign languages. Within each system it should be seen that the planning comes up to the possibly different opinions in different segments of the school populations.

b) Flanders happens to be a part of a small country, which culture and language are permanently bombed by the language imperialism of neighbour countries (1). Many Flemings need an active knowledge of several foreign languages. Therefore, a first foreign language must be integrated as a core subject in the basis curriculum, not only for its general value, but for its utilitarian value as well.

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(1) Characteristic examples of the present Anglomania may be observed in shopkeepers, who have replaced their (often French) business-signs by English ones. Let your fingers do the walking through the yellow pages... and you will easily find, sometimes laugh-stirring, aspects of this tendency. Other illustrations can be found in the entertainment industry. We do not have the financial resources to fight against this surface level tendency. Neighbouring language imperialistic cultures (German, French) dub for example English spoken films (on TV), while we are used to sub-titles.

Two foreign languages (i.e. English and French) which have to a great extent equivalent educational value would impose too heavy a burden on the basic curriculum. Furthermore it can be argued that in the Belgium of the near future, these two languages will be functionally equivalent as well. In our opinion, the intrinsically valuable goal of receptive bilingualism (implying for the Flemish-Netherlandic speaker a receptive knowledge of French, and supposing a receptive knowledge of Netherlandic in the French-speaker) has proved to be too difficult a target in the past. We do not predict a more fabourable future, given the present political situation (especially in the French-speaking area). It may turn out that English will become the active instrument, not only for international, but also for intranational communication.

c) Up to now, the basic foreign language has been the preferred second (national) language. Statutory people had no choice. The non-competitive position of French, with its far-reaching impact on the study of foreign languages in secondary education, must be broken. From an organizational and technical point of view it is realizable to let parents (children) choose between English and French in primary education. In a first phase both should have equal chances. The programming of foreign languages in secondary and further education provides that there is time enough for pupils to study almost any other language they are interested in.

d) One should have done with unwarranted affective arguments concerning the study of one language in favour of the other. In this field are situated for example the arguments based on the interpretation of the foreign language (choice) as a part of the message of nationalism : i.e. "French is rather chosen by (good/bad) Belgian nationalists and English is rather chosen by (good/bad) Flemish sub-nationalists" (see also Fishman 1972).

e) Educational authorities could set up an instructional campaign in order to objectify beliefs about foreign language education and to pull the whole foreign language business and policy out of irrational ipsedixitisms and mysticism. To that effect they may lead the conversation to rational criteria for foreign language choice. They can gather and spread information concerning the actual statistics of foreign language enrolment and achievement, the foreign language choice in neighbour countries (e.g. Holland (Mertens 1972)), the status of the foreign language (including its distribution, its demographic clustering and its use in industry, science and technology), and the relative position of the foreign languages in relation to the native language (see a.o. Mackay 1972). For the distribution of this information one can make use of general channels (such as press, television, radio) or more appropriate educational channels (e.g. pedagogical centra, professional organizations of teachers, organizations of parents).

4.2. For foreign-language teaching and learning

a) Inasmuch as we agree to give one foreign language a central place in the basic curriculum, the learner should be repaid with as high an educational interest as possible. The learner can make the most of it if he deliberately and purposefully invests from his own resources : motivation, perseverance, time. We feel quite optimistic about the evokative power of EFL and the English. The utmost task of the teacher "only" consists in preventing this fire from extinguishing. Perhaps the conditio sine qua non is to keep his own fire burning ...

b) Given the opportunities for instrumentally motivating his pupils, he should graft his teaching on "des Lebens goldnen Baum". Very often the teacher adopts too simplistic notions of the standard foreign language and its use in the foreign country (see also Fishmann & Lovas 1970). Sometimes he is

not empathic enough to share with his pupils the need to use the foreign language and/or he is insufficiently psycho-pedagogically alert to create a suitable methodological framework for releasing this need. Besides, in many cases this instrumental motivation is fairly well balanced with a not to be neglected integrative motivation and a favourable attitude toward the foreign language and the native language speakers. The potential willingness to identify with the foreign language speakers creates a fertile soil for educationally valuable foreign language teaching. It does not end with the practical knowledge of (aspects of) the target language, but uses the target language as a means for the formation in the learner of more general, more human cognitive and affective behaviour (1). In the latter context the insight in social-psychological factors such as community-wide auto- and heterostereotypes can be applied to advantage (Keller 1968, 1969).

c) When teaching EFL, as well as any other foreign language, the teacher must be aware that he processes a new 'subroutine' to the system 'learner'. If it is to be retrieved efficiently, it should be embedded in the total system, and not only stored as another code in a part of it (in memory)(Spoelders & Van Besien 1974). Only if this happens, will the capacity of the whole system be enlarged and enriched in a significant and unique way.

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(1) Leino (1975) remarks that differences may show up between teacher and learner concerning the importance of specific (e.g. courage to speak) and general affective aims (e.g. international understanding, empathy).

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TABLE 1 : Pupils from the Flemish-Netherlandic area in French and English courses in the first year of secondary education (1972-1975)

school year	English		French	
	public schools(*)	free schools(*)	public schools	free schools
1972-73	1769	2647	15600	30383
1973-74	2427	2838	15347	31076
1974-75	2554	2743	14824	31635

(*) public schools are organized by official authorities (state, local authorities), free schools are financed by the state, but organized under private initiative.

TABLE 2 : Pupils from the Flemish-Netherlandic area enlisted in a French course in primary education (1972-1975)

school-year	during regular lessons	after regular lessons	%	totals
1972-73	187 867	56 084	23	243 951
1973-74	188 027	51 987	21.6	240 014
1974-75	188 312	45 380	19.3	233 692

FIGURE 1 : Percentages of pupils from the Flemish-Netherlandic area enlisted in either a French or an English course in the first year of secondary education (1972-1975)

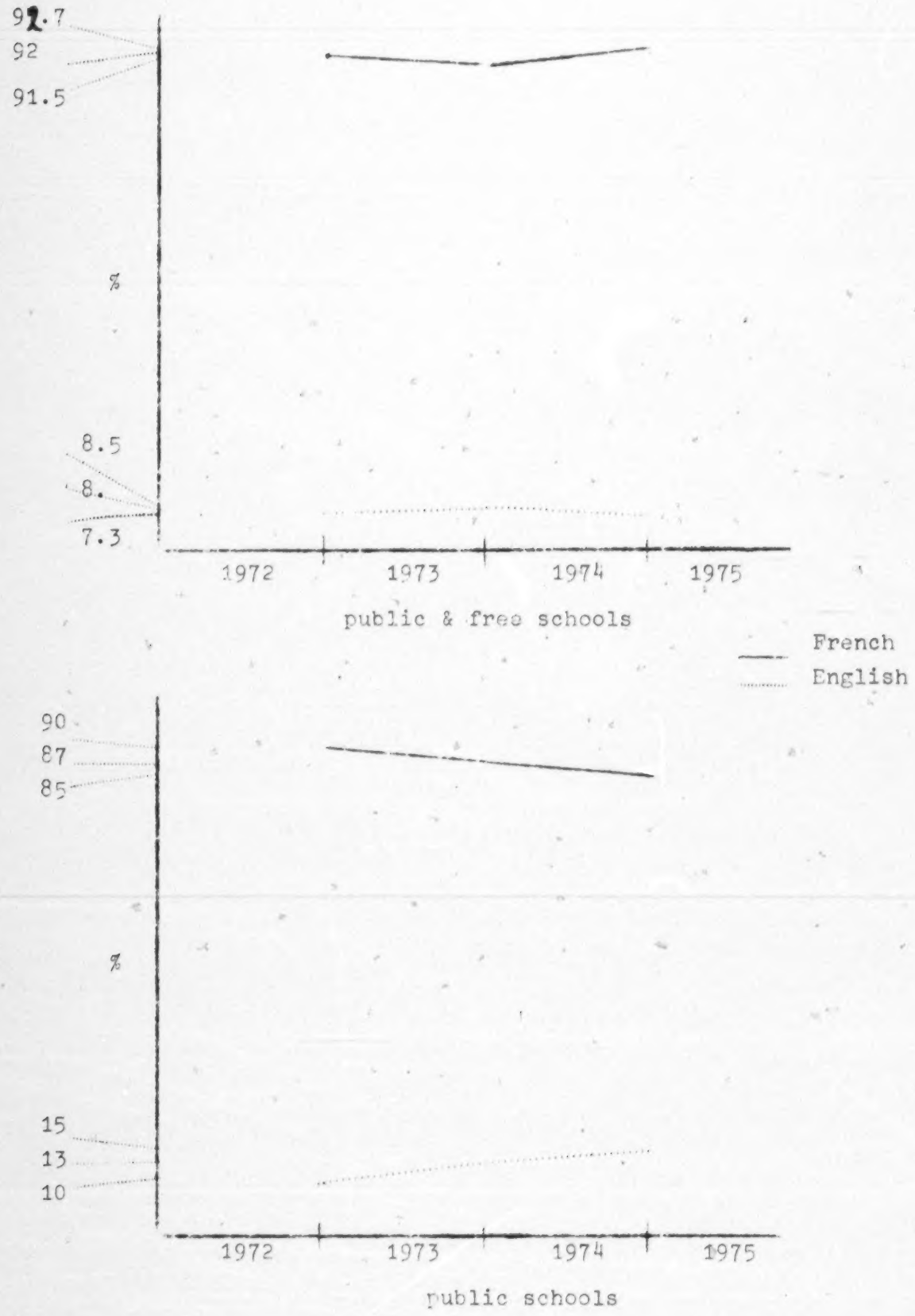

TABLE 3 : Ethnostereotypes, all samples

	ENGELSTALIGE (English speaker)					
	pupils		parents		student teachers	
1	gezond (healthy)		beschaafd (cultured)		beschaafd (cultured)	
2	vriendelijk (friendly)	E+	beleefd (polite)	E+	sympathiek (sympathetic)	E+
3	verstandig (intelligent)	E+	handig (clever)	E+	beleefd (polite)	E+
4	lief (nice)	E+	goed (good)	E+	prettig (pleasant)	E+
5	goed (good	E+	elegant (elegant)	E+	aangenaam (amusing)	E+
6	aangenaam (amusing)	E+	fatsoenlijk (decent)	E+	elegant (elegant)	E+
7	sympathiek (sympathetic)	E+	vriendelijk (friendly)	E+	zelfzeker (sure of oneself)	
8	beleefd (polite)	E+	prettig (pleasant)	E+	flegmatiek (phlegmatic)	
9	elegant (elegant)	E+	groot (tall)		nauwkeurig (accurate)	E+
10	beschaafd (cultured)		verstandig (intelligent)	E+	vriendelijk (friendly)	E+
	FRANSTALIGE (French speaker)					
1	beleefd (polite)	E+	praatziek (talkative)		praatziek (talkative)	
2	beschaafd (cultured)		beschaafd (cultured)		spontaan (spontaneous)	
3	fatsoenlijk (decent)	E+	beleefd (polite)	E+	beschaafd (cultured)	
4	verstandig (intelligent)	E+	vriendelijk (friendly)	E+	gevoelig (sensitive)	E+
5	proper (tidy)	E+	gevoelig (sensitive)	E+	muzikaal (musical)	
6	goed (good)	E+	elegant (elegant)	E+	avontuurlijk (adventurous)	
7	gezond (healthy)		lief (nice)	E+	gelukkig (happy)	
8	nauwkeurig (accurate)	E+	verstandig (intelligent)	E+	opgewonden (excited)	
9	elegant (elegant)	E+	spontaan (spontaneous)		elegant (elegant)	E+
10	lief (nice)	E+	sympathiek (sympathetic)	E+	boeiend (captivating)	E+

E = evaluative scale
+/- = direction of evaluation

TABLE 4 : Foreign language stereotypes, all samples

FRENCH					
pupils		parents		student teachers	
1 bekend (familiar)		nuttig (useful)	E+	rijk (rich)	
2 nuttig (useful)	E+	bekend (familiar)		nuttig (useful)	E+
3 belangrijk (important)	E+	waardevol (valuable)	E+	bekend (familiar)	
4 waardevol (valuable)	E+	belangrijk (important)	E+	waardevol (valuable)	E+
5 deftig (solemn)		mooi (beautiful)	E+	kleurrijk (coloursful)	
6 praktisch (practical)		praktisch (practical)		gevarieerd (varied)	
7 levendig (lively)	E+	internationaal (internat.)		levendig (lively)	E+
8 economisch belangrijk (econom.important)		levendig (lively)	E+	belangrijk (important)	E+
9 ingewikkeld (complicated)		populair (popular)		muzikaal (musical)	
10 warm (warm)		economisch belangrijk (econom. important)		mooi (beautiful)	E+

ENGLISH					
1 bekend (familiar)		nuttig (useful)	E+	praktisch (practical)	
2 belangrijk (important)	E+	praktisch (practical)		gevarieerd (varied)	
3 nuttig (useful)	E+	bekend (familiar)		waardevol (valuable)	E+
4 populair (popular)		economisch belangrijk (econom. important)		nuttig (useful)	E+
5 waardevol (valuable)	E+	populair (popular)		bekend (familiar)	
6 prettig (pleasant)	E+	belangrijk (important)	E+	belangrijk (important)	E+
7 mooi (beautiful)	E+	waardevol (valuable)	E+	populair (popular)	
8 praktisch (practical)		prettig (pleasant)	E+	internationaal (internat.)	
9 levendig (lively)	E+	internationaal (internat.)		economisch belangrijk (economically important)	
10 economisch belangrijk (econom. important)		meerderwaardig (superior)	E+	mooi (beautiful)	E+

TABLE 5 : Differences in ratings on the scale 'national - international' for the stereotypes French and English

Sample	N	Labels	m	SD	t	sign.	rank
Pupils	107	English	4.467	2.523	1.92	-	28
	107	French	4.654	2.137	3.16	.01	22
Parents	98	English	6.214	1.701	12.89	.01	9
	97	French	5.946	1.822	10.53	.01	7
Student teachers	97	English	6.701	0.892	29.83	.01	8
	92	French	5.772	1.392	12.21	.01	14

pairs of samples	Label	m	SD	m	SD	t	sign.
Parents /Student teachers N=98 N=97	ENGLISH	6.214	1.701	6.701	0.892	-2.51	.05
Parents / Pupils N=98 N=107		6.214	1.701	4.467	2.523	5.86	.01
Student / Pupils teachers N=97 N=107		6.701	0.892	4.467	2.523	8.59	.01
Parents /Student teachers N=97 N=92	FRENCH	5.946	1.822	5.772	1.392	.74	-
Parents / Pupils N=97 N=107		5.946	1.701	4.654	2.137	4.80	.01
Student / Pupils teachers N=92 N=107		5.772	1.392	4.654	2.137	4.43	.01

Appendix Means, standard deviations and test of polarity of 47 scales (English speaker) (N = 107 pupils)

			m	SD	sign.	t	rank
beschaafd	onbeschaafd		6.1121	1.5377	x x	14.21	10
elegant	lomp	E	5.8878	1.3481	x x	14.48	9
onbetrouwbaar	betrouwbaar	E	5.7103	1.5480	x x	11.43	17
handig	onhandig	E	5.7570	1.6474	x x	11.03	19
groot	klein		4.6262	1.7511	x x	3.70	39
godsdienstig	ongodsdienstig		4.6168	1.8462	x x	3.45	40
prettig	onprettig	E	5.5794	1.6197	x x	10.09	24
atletisch	niet atletisch		4.4486	1.8390	x	2.52	43
fatsoenlijk	onfatsoenlijk	E	5.9626	1.5896	x x	12.77	15
trouw	ontrouw	E	5.7570	1.4198	x x	12.80	14
donker	licht		4.4112	1.9130	x	2.22	44
gevoelig	ongevoelig	E	5.4206	1.5784	x x	9.31	29
moedig	laf	E	5.5140	1.5803	x x	9.91	26
gezond	ziekelijk		6.1028	1.2434	x x	17.49	1
bescheiden	onbescheiden	E	4.5607	1.8438	x x	3.14	41
arm	rijk		4.9439	1.5591	x x	6.26	34
onvriendelijk	vriendelijk	E	6.1495	1.3089	x x	16.99	2
goed	slecht	E	6.0561	1.3656	x x	15.57	5
beleefd	onbeleefd	E	6.1121	1.4751	x x	14.81	8
verstandig	onverstandig	E	6.0374	1.2584	x x	16.75	3
lui	ijverig	E	5.8224	1.4654	x x	12.86	13
sterk	zwak		4.7196	1.6007	x x	4.65	37
lief	wreed	E	5.9252	1.2416	x x	16.04	4
droevig	gelukkig		2.4860	1.6447	x x	-9.52	27
zelfzeker	besluiteloos		5.7290	1.5454	x x	11.57	17
haatdragend	vergevingsgezind	E	5.3551	1.6498	x x	8.50	30
nederig	hovaardig	E	4.1215	1.4903	-	.84	46
mooi	lelijk	E	5.4393	1.3610	x x	10.94	20
sympathiek	onsympathiek	E	6.0748	1.3988	x x	15.34	7
aangenaam	onaangenaam	E	6.0841	1.3881	x x	15.53	6
praatziek	zwijgzaam		3.1682	1.6396	x x	-5.25	36
onbaatzuchtig	zelfzuchtig	E	4.1028	1.7153	-	.62	47
flegmatiek	opgewonden		3.6822	1.8510	-	-1.77	45
kalm	rusteloos		5.1402	2.0441	x x	5.77	35
modern	traditioneel		5.7944	1.4191	x x	13.08	12
gierig	vrijgevig	E	5.0000	1.6019	x x	6.46	33
actief	passief	E	5.5889	1.4791	x x	11.11	18
boeiend	saai	E	5.5421	1.5976	x x	9.98	25
muzikaal	onmuzikaal		5.1682	1.7183	x x	7.03	31
onbehulpzaam	behulpzaam	E	5.4860	1.6389	x x	9.38	28
spontaan	terughoudend		5.0467	1.6619	x x	6.51	32
avontuurlijk	niet avontuurlijk		5.8411	1.3539	x x	14.07	11
nauwkeurig	onnauwkeurig	E	5.7477	1.6603	x x	10.88	21
onverdraagzaam	verdraagzaam	E	5.6075	1.5767	x x	10.55	22
ernstig	grappig	E	3.2243	2.1470	x x	-3.74	38
proper	vuil	E	5.6916	1.6621	x x	10.53	23
verwant	niet verwant		4.4860	1.9588	x	2.57	42

x x : $p < .01$ x : $p < .05$ E : evaluative scales

The adjective which corresponds to the 7th place is underlined.

ABSTRACT

A pilot educational experiment concerning the teaching of English as a second foreign language was conducted at the Educational Laboratory of Ghent State University (Belgium). The laboratory setting proved to offer a rewarding opportunity for the study of some fundamental issues in the psychology and didactics of foreign language learning and teaching. The Ss were Flemish-Netherlandic speaking youngsters who took English as a second foreign language in the curriculum. The feelings of satisfaction with the outcome of this teaching-learning process at the elementary level were overshadowed by the lack of an adequate articulation between the laboratory teaching-learning experience and the national policy in the field of (foreign) language education. To a certain extent this was expected, but it nevertheless happened to focus the attention more specifically to the latter. In order to gain insight in some underlying socio-linguistic factors to the overall national policy in matters of foreign-language education, an exploratory field study was conducted. Its line of thought and its methodology ran parallel to the concepts and instrumentalizations developed in well-known Canadian studies which aimed at the elucidation of relevant extra-linguistic, affective factors. Among these were, besides (ethno-)stereotypes, the motivations and attitudes towards the study of foreign languages, the foreign language and its speakers. Samples from three populations were taken, including parents, teachers and pupils. All three groups were the direct participants in the decision process labeled "Which foreign language in the first year of secondary education ?"
The discussion pivoted on the relation between the findings of the field study and the statistics concerning the actual numbers of foreign-language enrolment. Finally it was tried to suggest to the persons involved a scientifically adjusted and objective framework to help them in decisions of foreign language choice.

RESUME

Une expérience pilote en matière d'éducation concernant l'enseignement de l'anglais en tant que langue étrangère a été menée au Laboratoire d'Education de l'Université de Gand (Belgique). La situation de laboratoire était une occasion favorable à l'étude des questions fondamentales psychologiques et didactiques de l'apprentissage et de l'enseignement des langues. Les Ss étaient des jeunes néerlandophones apprenant l'anglais comme seconde langue étrangère. Les sentiments de satisfaction concernant les résultats de ces processus d'apprentissage et

d'enseignement au niveau élémentaire étaient ombrayés par l'absence de corrélation entre l'expérience de laboratoire et les objectifs nationaux en matière d'éducation de langues étrangères. Ceci était à prévoir jusqu'à un certain point, mais néanmoins a attiré l'attention plus spécifiquement sur les-dits objectifs nationaux. Une étude sur le terrain a été menée à fin d'explorer quelques facteurs socio-linguistiques de l'éducation de langues étrangères. L'idée générale et la méthodologie de cette étude se sont déroulées parallellement aux concepts et aux opérationalisations développés dans des études canadiennes ayant trait aux facteurs affectifs. Parmi ces facteurs ont été étudié les (ethno-) stéréotypes, les motivations et les attitudes envers l'étude de langues étrangères, les langues étrangères et ceux qui s'en servent. Des échantillons ont été pris parmi trois populations comprenant des parents, des enseignants et des élèves. Les trois groups participaient directement au processus de décision intitulée "Quelle langue étrangère faut-il choisir au première année des études secondaires ?"
La discussion était axée sur la relation entre les résultats de l'étude explorative et les statistiques concernant le nombre actuel d'inscrits pour les langues étrangères. Finalement on a essayé de suggérer aux personnes concernées une proposition scientifique et objective à fin de les aider dans ce choix.

Marc Spoelders was born in Antwerp on March 14, 1947. He studied at the Free Teacher Training College of Antwerp where he specialized in modern languages (1966). He took the degree of licentiate/aggr. in psychological and educational science (1970) and of doctor in psychological and educational science (1975) at Ghent State University (title of doctoral dissertation : Extra-linguistic factors in foreign-language learning).
Since 1970 he has been attached to the Seminar and Laboratory for Experimental, Psychological and Social Education of Ghent State University, first as an applicant, at present as research fellow (aangesteld navorser) of the Belgian National Foundation for Scientific Research (NFWO). His main publications are in the field of language acquisition and language learning.